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THE

PHONIC PRIMER,

AND

PRIMARY READER.

A METHOD OF TEACHING THE READING OF ENGLISH BY THE SOUNDS AND SIGNS CORRESPONDING, WITHOUT CHANGING THE PRESENT ORTHOGRAPHY, OR ALTERING MATERIALLY THE TYPOGRAPHY OF THE LANGUAGE.

PUBLISHED BY A COMMITTEE UNDER THE AUSPICES OF

THE AMERICAN PHONIC ASSOCIATION FOR THE ADVANCEMENT OF READING AMONG THE UNLETTERED CLASSES.

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PREFACE.

This little book is the first of a series published by the American Phonic Association, for the Advancement of Reading Among the Unlettered Classes. It is designed to teach reading by a knowledge and practice of the sounds and signs corresponding, used in speaking and writing the English language. The precise and scientific manner in which the common text of English, with no material alteration, can be presented to the pupil as a system of signs and sounds corresponding, has not hitherto been made a subject of sufficient study. In fact, some have maintained that it is impossible to read English, as you may the German, Danish, Greek, or Latin, simply by knowing the sounds of its letters, for, they say, there is no regular correspondence between the two. It is true there is not the same kind, or degree, of correspondence between the sounds and letters that compose English, as between those of other languages more simply and strictly phonic.

But the true question is this: Is there in the common text of English such a system of signs used, and so fixed to sounds corresponding, as will enable the pupil, instructed in them, to read the English text by its sounds? The answer to this question may be, with some exceptions, in the affirmative, provided *you look for such signs in the text itself, and not in the Roman alphabet*, that makes only the basis of that text.

In the text itself you will find signs of sound, used in a uniform manner, which are not in the Roman alphabet. We have needed all along a *phonic alphabet*, obtained from the text itself, and from *some adaptation* of the text, where it was necessary to the strict idea of reading by sounds and signs corresponding. This will make English reading just as phonic as German, or Greek, or Latin.

Teaching the reading of the language can only become a *scientific* process when the basis is laid in learning a definite number of sounds and signs, which shall thereafter furnish the key to every word in the Reading Text. This can be done with English as with any other text, provided you will look to the *usages of the language* in this respect, and not merely to the Roman alphabet. Ph, th, sh, ou, oi, &c., are just as much signs of sound, uniformly used, as a, b, or c. Such signs can be found in the text, though not in the alphabet; and they may, in connection with the alphabet, constitute the true *phonic alphabet* of the language. But can such an alphabet be constructed adequate to guide the learner in the correct pronunciation of every word, and be found in the commonly received text? I answer, no; not without some *adaptation and change* in the common form of that text. Right here is an obstacle to be encountered. Can we make this common text phonic, or such as can be read by its sounds, without changing materially its representative signs, so as to alter its ordinary aspect, or the present orthography of the language?

This is the special fact that the author is attempting to bring to light, and, what is more important, into *common use*. First: Precisely such an alphabet of sounds and signs corresponding as will furnish the key to a large majority of the words in the common form of the English text, can be found in that text. Secondly: If you will except about twenty-five or thirty irregular monosyllables of very frequent recurrence, and hence soon learned at sight, there are not two per cent. of the words of any current reading text to which this key will not apply. For this two per cent. of words, marked or altered letters must be invented, or they must be *re-spelled in the signs already in existence.*

The latter method is adopted in this Primer, with two exceptions — the th, as sounded in thin; and the s, sounded like z, as in is, as, &c., we are compelled to mark, because the signs or letters for these sounds are appropriated for other sounds. There are three other signs, that, for the same reason, require marking in presenting a complete key or alphabet of signs and sounds competent to unlock the correct pronunciation of every word in an English text. These are, a, sounded as in papa; z, sounded as in azure; and oo, sounded as in book. Including these, you may have a phonic alphabet, which, by a very moderate use of re-spelling exceptional words, as I have said, *less than two per cent. of any given text of English*, will furnish the key to every word in the English language; provided, again, you adapt that text in two particulars different from the commonly received text: —

1. Italicize all silent letters.
2. Separate the syllables of words by hair spaces.

These expedients furnish the *complete solution* of the problem, How shall we make the common text of English *phonic*, or such as can be read by its sounds, without

altering the orthography, or changing, in any offensive way, by disguising the present aspect of the text.

Let the educator and the philanthropist study out and express for himself the full import and uses of such a solution to the problem of elementary instruction in reading. This is no place to dwell on this topic.

The author of this system has not been insensible to the difficulties of applying it *in details*. But if the main principle and general method are correct, they have in themselves the power of self-rectification in details. To this work, Phoneticians and scholars are respectfully invited. It is the object of the Phonic Association to promote the study of the phonology of the language, and apply it practically to the great work of lifting the unlettered masses to a knowledge of reading.

With regard to this little Primer, it is given merely as an experiment, by its author, in the application of an idea, which he feels convinced is of the greatest importance in elementary teaching.

The principle of the Primer is to apply *strictly* the phonic idea of reading by sound and sign corresponding, instead of the present prevailing method of making *every word, as a whole, a sign of sound*. So that the present task of teaching reading amounts to the necessity of teaching about six thousand words in signs of sound; for that is the number requisite for such a vocabulary as is competent to furnish the words of the Bible, or ordinary good reading. I say every word must be taught and learned as a separate object of study, unless you can furnish a key to the correct pronunciation of all these words by a limited number of signs and sounds corresponding. It is the object of this Primer, and the First Reader, that follows, to do this, and thus transfer the work of the teacher from that of teaching six thousand words, by great repetition and personal dictation, to that of drilling the pupil in a very limited number of signs and sounds corresponding. These are forty-three elementary sounds, and about seventy signs, which represent them by some reduplication.

The main work is to teach this Key, or Phonic Alphabet, and its application to reading. This is done in the Primer by means of a few elementary lessons on sounds and signs, grouped so as to show the analogies and usages of the language as it is, and to introduce the pupil gradually to a knowledge of the phonology of the language; to put a key in the hands of the pupil for all future use, and make him, in the mere power of pronouncing words correctly, *independent of the teacher, after these few preliminary lessons*, provided he has a text given him to which this key will apply.

As this is entirely new ground to most teachers of reading, a portion of the text of the Primer is provided for the benefit of the Teacher. This, I trust, will be found sufficient for explanation and direction in teaching.

Certain expedients are employed in this Primer to point out distinctly the elements of sound, and the elementary signs used, that will not be necessary in a more advanced condition of the text for the maturer pupil. This consists in putting spaces between the elements of sound in monosyllabic words, analyzing thus to the eye of the pupil the elements and sounds he needs to learn. I think any one will acknowledge this is a very useful expedient, as soon as he or she undertakes to teach reading by a process of spelling the words by the sounds and elementary signs that compose them. The common method makes no such necessity, because the word is presented as *a whole;* a synthesis of signs for a synthesis of sounds, without analysis. For it is obvious that calling the letters by their names, as in the usual spelling, is *no analysis of the word for pronouncing or reading it correctly*. Hence, if you wish to teach this last to your pupil, you will find a great help in separating these elements *to the eye*, as well as to the ear. After this analysis is familiar, we may close up the spaces without any detriment to the pupil or to the familiar look of the word.

But the teacher is guarded, and so must be the pupil, against the impression that these *spaces indicate any hiatus or stoppage of the voice between elements in spelling by sound*. There is no such hiatus even between the syllables of words, nor even between words of the same grammatic phrase, such as, to the man, in the house, &c. No; the stream of sound, like a stream of water, flows freely through the vowels, and with more or less obstruction through the consonants, but *never actually stops*, except at the natural pauses of the voice in speaking. This has not been generally observed by teachers. This *jerking out* of the elementary sounds in a word, one at

a time, with a pause between, so prevalent in our schools, is a good *gymnastic exercise* for the vocal organs, but of itself will lead a pupil as little to the correct pronunciation of words as calling out the names of the letters. This is an important point in teaching reading by sounds. Try a child or an adult, who never has heard the analysis of a word by its sounds, in this way of giving them, as separate and distinct efforts of the articulate organs, and he cannot be made to comprehend what the correct pronunciation is of which you are giving the analysis. For instance, sound separately the three sounds of the word lad, thus: l–a–d; and then ask a pupil, "What does that spell?" and he will be no better able to tell you the word than if you simply named the letters, if he has never learned the word.

Spelling by sound, for purposes of reading, *should be merely a slow enunciation of the sounds of a word, without any pause between.* You will thus get the *transitional* condition of the sounds, as well as the sounds by themselves, which is a very important element in the correct enunciation of words. Directions for this are given in the body of the Primer.

There is much use made in the Primer of Digraphs; these, as I define the word, are two letters associated together to represent one elementary sound. And by an elementary sound I mean one whose sign cannot be divided as between syllables. Thus: ch, sh, ee, ea, ow, au, er, or, &c., are the elements of syllables; and the constituent elements of such digraphs can never be separated in writing the syllables of words.

These Digraphs constitute a large part of the Phonic Alphabet, and lay the basis of reading a great many words by sound.

The effect of *position*, or association with others, in giving a particular sound to a letter, can easily be impressed upon the mind of the youngest pupil who can be taught reading. A, before an e silent, in the same syllable, is long, as in ale; a, before a *space*, is long, as in baking. A, before ll, in monosyllables, is broad, as in all, &c. These are just as *plainly marks of sound* as marked or altered letters. Not that the pupil can learn the examples by the rule, but he learns the *rule by the examples;* and so, from a limited number of words, gets a key to the *whole vocabulary*, which, otherwise, he would have to learn *word by word.*

As the basis of this system of teaching is a definite number of sounds and signs corresponding, whereby a key is furnished to the pupil for getting at the correct pronunciation of words, the first and chief object of the teacher must be, as soon as possible, to put these elementary sounds and signs in the possession of the pupils.

Drilling the class in sounds, with the signs corresponding, before the eye, is the *main thing*, at first, in this method of teaching. For this purpose, *a Black-Board should be ever at hand*, on which the exercises and paradigms of the Primer are to be printed by the teacher, then taught, viva voce, to the whole class. Each member then ought, in succession, to take the place of the teacher at the Black-Board, and go through the same exercise with the class simultaneously in recitation.

Hundreds at a time can thus be taught, and soon be made independent of a teacher in making out the Phonic Text. With adults this is substantially *the end of the work of teaching them;* because they can be trusted to master the vocabulary themselves. Hence, this method virtually transfers the work of teaching from six thousand words to that of forty-three elementary sounds, and about seventy signs corresponding! But this is nothing more than the general effect of science, which always transfers the labor of study from individuals to the analytic elements, comparatively few in number, that compose all individuals of a class. It is science that brings all the departments of knowledge within the reach of the common mind; and it is science alone, brought to bear on this subject, that can bring this difficult art of reading within the reach of the unlettered masses.

In conclusion, I will say that most of the exercises are a mere *play upon words.* But they are intended simply to *teach words* and their spelling by sound, and not to give *any other information.* If the teacher is patient with these few *introductory lessons* and exercises, he can open the door more quickly to *rational reading.*

In the following three pages the reader will find the scientific basis of this method of teaching; the Phonic Alphabet, and the Elementary Sounds, each with its equivalent signs. Neither of these tables is quite complete; as it was thought better to omit in these elementary lessons some exceptional and rare facts of the phonology of the language, to be fully given in the book that will follow this, The First Phonic Reader.

A PHONIC ALPHABET.

TAKEN FROM THE COMMON USAGE OF THE ENGLISH TEXT,

As presented in Dictionaries and Spelling-Books.

The Long Vowels.

A, a (with a space after it, or an *e* mute in the same syllable). Ex. Fate, Fatal.
E, e, " " " " " These, Hero.
I, i, " " " " " Bite, Biting.
O, o, " " " " " Note, Noted.
U, u, " " " " " Mute, Music.
Oo, oo (long). Ex. Ooze, Pool, Moon { (distinguished by a space after it in the Primer).
Aw, aw. " Law, Paw, Raw.

The Short Vowels.

A, a { (with a consonant following, and without an *e* mute in the same syllable). } Ex. Pat, Patrick.
E, e, " " " " " Pet, Petted.
I, i, " " " " " Pit, Pity.
O, o, " " " " " Sot, Sottish.
U, u, " " " " " But, Butter.
Oo, oo (short). Ex. Hook, Foot, Book, { (distinguished by a space before it in the Primer.)

The R Digraphs.

Ar, ar (without an *e* mute in the same syllable). Ex. Far, Mar, Car.
Or, or, " " " " Or, For, Cork.
Ur, ur, " " " " Fur, Cur, Burn.
Are, are (ar, with an *e* mute in the same syllable). " Fare, Care, Hare.

Diphthongs.

ow, as in Cow.
oi, " " Oil.

Consonant Sounds.

P as in Pop.	T as in Tat.	Ch as in Church.	K as in Kick.
B " Bob.	D " Did.	J " Judge.	G " Gig.
F " Fife.	**Th** " **Th**in.	S " Sis.	Sh " Shun.
V " Valve.	Th " Then.	Z " Zone.	Z* " Azure.
M " Mum.	N " Nun.	L " Lull.	R " Run.
W " Wen.	Wh " When.	Y " Yet.	H " Hen.

* This sound is omitted in the Primer, as are all the sounds whose sign requires marking, except th as in thin, and s as in is; so also is the sound of a as in Papa. But every other elementary sound, except these two of z in Azure and a in Papa, has its equivalent sign in this Phonic Alphabet; hence, all irregular words can be re-spelled in these signs.

The Elementary Sounds,

With all the Equivalent Signs, as given in the Common Text of English.

Long Sounds.

A = ai = ay = ei = ey. Ex. Ale, Aim, May, Vein, They.
E = ee = ea. Ex. Eve, Eel, Tea.
I = y. Ex. Ice, My.
O = *ow** = oa. Ex. Ode, L*ow*, Boat.
U = ew. Ex. Mute, Pew.
Oo = u after r (nearly). Ex. Ooze, Ruin.
Aw = au = a (before ll). Ex. Law, Haul, All.
Ow = Ou. Ex. Owl, Out.
Oi = Oy. Ex. Oil, Boy.

Short Sounds.

A as in At. Has no regular equivalents.
E " Ell. " " "
O " Odd. " " "
U " Up. " " "
I " It = y, as in Hym*n*, City.
Oo * (short) as in Book, Hook, Took. Has no regular equiv.

The R Digraphs.

Ar,* ar, as in Arm, Cart. No regular equivalents.
Or, or, " Orb, Cork. " "
Ur = er = ir = *or* = re. Ex. Urn, Er*r*, Sir, W*or*m, Here.

* The sound of a in Far is the open Italian sound of a, as in Papa, Ca*l*m, Pa*l*m, &c.; but the a, in such words, must be *marked*, because there is no special sign appropriated for this sound, except that which carries the r with it, as in Far. There are also the short sounds of the vowels before *r* that require marking. But it was not thought worth while to give any other marked letters in these elementary lessons of the Primer.

Consonant Sounds.

Labial Sounds.

P as in Pop. No equivalents.
B " Bob. "
F " Fife = ph, as in Phiz.
V " Valve. No equiv.
M " Mum. "
W " Woe. "
Wh " When. "

Dental Sounds.

T as in Tart = ed, as in stopped.
D " Did. No equivalents.
Th " Then. "
Th† " **Th**in. "
S " Sit = ce, as in Face.
Z " Zone = **s**†, as in As.
N " Nun No equivalents.

Front Palate Sounds.

Ch as in Church. No equiv.
J " J*udge* = ge as in Rage.
Sh " Shun. No equiva.
Z† " A**z**ure = **s**† in Plĕasure.
L " Lull. No equiv.
R " Run. "
Y " Yet. "

Rear Palate Sounds.

K as in Kid = C as in Can.
" " " = ck " Luck.
G " Gig. No equivalents.
ng " Sing. "
H " Hot. "

† The letters, or digraphs, marked with a dagger (†), show what signs must be marked in the Phonic Alphabet to distinguish them from the same signs appropriated to other sounds.

Double Sounds.

X = ks, as in ex*p*ect. Qu = kw, as in Quench.

THE PHONIC PRIMER.

READING BY SOUND.

SECTION I.

LESSON I.

TEACHER. Here are three Letters, three sounds, and three words; the letters are A I O.

The sound of each letter is just the same as its name; thus, A I O.

Each letter, also, makes a word. Each printed word answers to a spoken word; and words put together right, make sense, or Reading.

Every letter has a name and a sound; the sound is generally different from its name.

These are called Capital Letters.

NOTE. Teach the pupil the difference between a letter and its name; a sound for which the letter stands, and a word written and spoken.

A I O

I O A

O A I

TEACHER. Here are three small Letters, of the same name and sound as the last.

NOTE. What is put down for the Teacher, as well as all the other exercises of the Primer, must be repeated aloud by the Teacher and Pupils together.

a	i	o
i	o	a
o	a	i

LESSON II.

TEACHER. Here are three Capital Letters. The first two are sounded as they are named. The Y is sounded as the letter I.

E	U	Y
U	Y	E
Y	E	U

TEACHER. Here are three small Letters, of the same name and sound as the preceding Capitals.

e	u	y
u	y	e
y	e	u

LESSON III.

TEACHER. These six Letters, in Capitals and in small letters, are called Vowels, and the sound of each is called the Long Sound. They have other sounds, which we will learn hereafter.

These letters may be called the Tone Letters, and the sounds are Tones, or sounds on which we can sing.

THE VOWELS WITH THE LONG SOUNDS.

A	E	I	O	U	Y
a	e	i	o	u	y
e	i	o	u	y	a
i	o	u	y	a	e
o	u	y	a	e	i
u	y	a	e	i	o
y	a	e	i	o	u

NOTE. Let the teacher practise these sounds, in column and in line, till they are learned thoroughly. Be careful to sound Y as I.

LESSON IV.

TEACHER. Here are four Letters and four sounds.

The first sound is made by putting the lips together and blowing the breath through, as in Pop; thus, p—p—p.

The second sound is made by putting the tip of the tongue against the teeth, and forcing the breath through, as in Tat; thus, t—t—t.

The third sound is made by putting the back part of the tongue against the back part of the mouth, or palate, and forcing the breath through, as in Kick; thus, k—k—k.

The fourth sound is made just like the third; thus, c—c—c.

Here are the Capitals and small letters, of the same name and sound.

P	T	K	C
p	t	k	c
t	k	c	p
k	c	p	t
c	p	t	k

TEACHER. These are called Breath Sounds, or Whispered Sounds. They have no musical tone, and we cannot sing on them. They are also called Bursting, or Abrupt Sounds.

LESSON V.

TEACHER. We will now put the Breath or Bursting, and Whispered sounds together with the Long sound of the Vowels, making Syllables. A Syllable is two or more sounds made together.

Pa	pe	pi	po	pu	py
Ta	te	ti	to	tu	ty
Ka	ke	ki	ko	ku	ky
Ca	—	—	co	cu	—

NOTE. Let these little paradigms be practised well with the pupil, in lines and by columns, till well learned.

LESSON VI.

TEACHER. Here are four letters and four sounds. Like those of the fourth lesson, they are abrupt, bursting, or explosive sounds, but unlike them, they have a smothered or imperfect tone, on which it would be hard to sing.

The first sound is made by putting the lips together, and forcing the imperfect tone to burst through, as in Bob; thus, b—b—b.

The second sound is made by putting the tip of the tongue against the teeth, and forcing the imperfect tone to burst through, as in Did; thus, d—d—d.

The third sound is made by pressing the tongue against the roof of the mouth, and forcing the imperfect tone to burst through, as in Judge; thus, j—j—j.

The fourth sound is made by pressing the back of the tongue against the back of the mouth, or palate, and forcing the imperfect tone to burst through, as in Gag; thus, g—g—g.

Here are the Capitals and small letters of the same name.

B	D	J	G
b	d	j	g
d	j	g	b
j	g	b	d
g	b	d	j

NOTE. Practise as the last table, in lines and columns.

LESSON VII.

TEACHER. We will now put the Abrupt Imperfect Tones with the long sounds of the vowels, making syllables.

Ba	be	bi	bo	bu	by
Da	de	di	do	du	dy
Ja	je	ji	jo	ju	jy
Ga	ge	gi	go	gu	gy

NOTE. Be careful to give the hard sound to g before e, i, and y, as before the other vowels.

LESSON VIII.

TEACHER. These four letters stand for two hissing and two buzzing sounds.

The first sound is made by putting the lower lip against the upper teeth, and hissing the sound through, as in Fife; thus, f—f—f.

The second sound is made by putting the tip of the tongue just back of the upper teeth, and hissing the sound between, as in Sis; thus, s—s—s.

The third sound is made by putting, as in the first, the lower lip against the upper teeth, and buzzing the sound through, as in Valve; thus, v—v—v.

The fourth sound is made by putting the tip of the tongue just back of the upper teeth, and buzzing the sound through, as in Zones; thus, z—z—z.

Here are the four letters, as Capitals and small letters.

F	S	V	Z
f	s	v	z
s	v	z	f
v	z	f	s
z	f	s	v

TEACHER. You will observe the first two have no musical tone, and the last two have a smothered or imperfect tone, on which it is hard to sing.

LESSON IX.

TEACHER. We will now put the hissing and buzzing sounds of the last lesson with the long sound of the Vowels, making syllables.

Fa	fe	fi	fo	fu	fy
Sa	se	si	so	su	sy
Va	ve	vi	vo	vu	vy
Za	ze	zi	zo	zu	zy

LESSON X.

TEACHER. Here are four letters and four sounds. The first two are called Nose sounds, or Nasal, because they are made through the nose. The last two are called Liquid sounds, because they flow from the tongue as easily as water.

The first sound is made by closing the lips and making a smothered tone, or murmur, through the nose, as in Mum; thus, m—m—m.

The second sound is made by putting the tip of the tongue against the roof of the mouth just back of the front teeth, and making a murmuring sound through the nose, as in Nun; thus, n—n—n.

The third sound is made by putting the tip of the tongue against the roof of the mouth a little further back of the upper

teeth than the n requires, and making almost an open tone through the mouth, as in Lull; thus, l—l—l.

The fourth sound is made by curling up the tongue against the roof of the mouth, but not touching with the tip, and so making a sound, almost a tone, as in Run; thus, r—r—r.

Here are the four letters, in Capitals and small.

M	N	L	R
m	n	l	r
n	l	r	m
l	r	m	n
r	m	n	l

LESSON XI.

TEACHER. We will now put the Nasal and Liquid sounds of the last lesson with the long sound of the Vowels, making syllables.

Ma	me	mi	mo	mu	my
Na	ne	ni	no	nu	ny
La	le	li	lo	lu	ly
Ra	re	ri	ro	–	ry

NOTE. The u after the r has not the *same* long sound that it has after the m; so ru is omitted here. Indeed the u after s, n, l, is sounded by many more like oo in ooze than u in mute. Some sound *between* these two is more *nice*. But it is impossible to represent this to the eye. The Teacher is teaching his own vernacular, but must be *careful*.

LESSON XII.

TEACHER. Here are three letters and three sounds.

The first sound is like the word Woo, with the lips drawn quite close together, so as to make a less free tone than a vowel; thus, w—w—w.

The second is another sound of the letter y. It is like the word Ye, the middle of the tongue touching the roof of the mouth, and allowing a tone less free, but much like the sound of the vowel e; thus, y—y—y.

The third sound is a breath that precedes, always, a vowel, and mingles a rough breathing with each vowel sound. It is made in the back part of the mouth; thus, h—h—h.

W	Y	H
w	y	h
y	h	w
h	w	y

Wa	we	wi	wo		wy
Ya	ye	–	yo	yu	–
Ha	he	hi	ho	hu	hy

NOTE. The blanks show that there are no such syllables as would come in place.

LESSON XIII.

TEACHER. Here is a table of all the letters that are not vowels. They must be sounded with the vowels to make syllables; so they are called Consonants. These are the Capitals; we will practise the sounds.

Bursting Breath Sounds,	P	T	C	K
" Imperfect "	B	D	J	G
Hissing and Buzzing "	F	S	V	Z
Nasal and Liquid "	M	N	L	R
Obstructed Vowel "	W	Y	The Breathing	H

TEACHER. Here are the small letters. Consonants.

Bursting Breath Sounds,	p	t	c	k
Imperfect " "	b	d	j	g
Hissing and Buzzing "	f	s	v	z
Nasal and Liquid "	m	n	l	r
Obstructed Vowel "	w	y	The Breathing	h

LESSON XIV.

TEACHER. The Vowels have each another sound, called the Short sound. If a consonant comes right after the vowel in the same syllable, without any other vowel, it has its short sound. But if no consonant comes right after the vowel, it has its long sound.

LONG. - SHORT.	LONG. - SHORT.	LONG. - SHORT.	LONG. - SHORT.
Pa – Ap	Fa – Af	Ba – Ab	Ma – Am
Ta – At	Sa – As	Da – Ad	Na – An
Ca – Ac	Va – Av	Ja – Aj	La – Al
Ka – Ak	Za – Az	Ga – Ag	Ra – —
	Wa – —	Ha – —	Ya – —

NOTE. The vowels before the r have, sometimes, the short sound; but generally they have another sound, which will be studied hereafter.

LESSON XV.

TEACHER. The vowel e has a long sound when not followed by a consonant in the same syllable, and a short sound when immediately followed by a consonant without another vowel.

LONG. - SHORT.	LONG. - SHORT.	LONG. - SHORT.	LONG. - SHORT.
Pe – Ep	Fe – Ef	Be – Eb	Me – Em
Te – Et	Se – Es	De – Ed	Ne – En
— – Ec	Ve – Ev	Je – Ej	Le – El
Ke – Ek	Ze – Ez	Ge – Eg	Re – —
We – —	Ye – —	He – —	

NOTE. C is sounded as s before e, i, and y; but like k before a, o, and u. This fact is reserved for a future lesson.

LESSON XVI.

TEACHER. The vowel I has its long sound when not followed by a consonant in the same syllable, and its short sound when immediately followed by a consonant without another vowel.

LONG. - SHORT.	LONG. - SHORT.	LONG. - SHORT.	LONG. - SHORT.
Pi – Ip	Fi – If	Bi – Ib	Mi – Im
Ti – It	Si – Is	Di – Id	Ni – In
— – Ic	Vi – Iv	Ji – Ij	Li – Il
Ki – Ik	Zi – Iz	Gi – Ig	Ri – —
Wi – —	Hi – —		

LESSON XVII.

TEACHER. The vowel O has its long sound when not followed by a consonant in the same syllable, and its short sound when it is followed by a consonant without another vowel.

LONG. - SHORT.	LONG. - SHORT.	LONG. - SHORT.	LONG. - SHORT.
Po – Op	Fo – Of	Bo – Ob	Mo – Om
To – Ot	So – Os	Do – Od	No – On
Co – Oc	Vo – Ov	Jo – Oj	Lo – Ol
Ko – Ok	Zo – Oz	Go – Og	Ro – —
Wo – —	Yo – —	Ho – —	

LESSON XVIII.

TEACHER. The vowel U has its long sound when no consonant comes after it in the same syllable; but it has its short sound when a consonant follows without another vowel.

LONG. - SHORT.	LONG. - SHORT.	LONG. - SHORT.	LONG. - SHORT.
Pu – Up	Bu – Ub	Fu – Uf	Mu – Um
Tu – Ut	Du – Ud	Su – Us	Nu – Un
Cu – Uc	Ju – Uj	Vu – Uv	Lu – Ul
Ku – Uk	Gu – Ug	Zu – Uz	— – —
Hu – —	Yu – —		

NOTE. The y, as a vowel sound, follows the same law as the other vowels in monosyllabic words, but almost uniformly departs from it in dissyllabic and polysyllabic words, having its short sound in unaccented syllables. It will be made a special lesson.

SECTION II.

WORDS.

LESSON I.

TEACHER. Syllables have no meaning, and must be put with other syllables to make words. Words have a meaning, but they must be put together to make sense. This makes Reading. Sometimes a syllable is also a word.

Here are some words in which the vowels are long because not followed by consonants.

A I O Be Me We Ye He

Go So No My By

TEACHER. These words can be put together so as to make sense.

I go. We go. Ye go. I go so.

We go so. Ye go so. O no, I go.

O no, we go. I go by. Ye go by.

We go by. I go by so. We go by so.

O no, we go by so. O no, ye go by so.

NOTE. The long vowel sound with the preceding consonant must be made *one element* in spelling by sound, without further analysis. So must the short vowel with the succeeding consonant. We are not to spell such syllables, but to spell *with* them the larger syllables and words; these words, therefore, require no further spelling by sound than the proper pronunciation of them.

LESSON II.

TEACHER. Here are some words in which the vowel sounds are short because followed immediately by consonants without any other vowel.

Am	At	It	Is*	In	On	Up	Us
am	at	it	is*	in	on	up	us

I am. He is. It is. Am I?
Is he? Is it?

I am in.	He is in.	It is in.
We go on.	Ye go on.	I go up.
It is up.	He is up.	Am I in?
Is he in?	Is it in?	Is it up?
Is he up?	Is it on?	Is he up?

I am in it.	He is on it.	We go in it.
I go at it.	Ye go at it.	We go on it.
It is in it.	It is on it.	We go by it.
He is by it.	I go by so.	Ye go by so.
Am I in it?	Is he on it?	Is it in it?
Is it on it?	Is he by it?	

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* The s, in this word, must be sounded as z.

I go up on it. O no, I am on it.
It is up on it. He is up on it.
O no, it is I. O no, it is he.
Is it up on it? Is he up on it?
Am I up on it?

LESSON III.

TEACHER. Three sounds may be put together to make a word; but one must always be a vowel sound. If the vowel is followed by a consonant without another vowel, it is short, but if it is followed by a consonant with *e* silent after it, the vowel has its long sound.

The *e* at the end of a word is always silent, or not sounded in speaking the word.

SHORT. – LONG.	SHORT. – LONG.	SHORT. – LONG.
Hat – Hat*e*	Pat – Pat*e*	Rat – Rat*e*
Mat – Mat*e*	Fat – Fat*e*	Man – Man*e*
Can – Can*e*	Met – Met*e*	Bit – Bit*e*
Rip – Rip*e*	Fin – Fin*e*	Hid – Hid*e*
Rot – Rot*e*	Hop – Hop*e*	Rob – Rob*e*
Hum – Hum*e*	Tun – Tun*e*	Typ – Typ*e*

NOTE. Let the pupil spell these words with the elements as they are separated in the text; that is, the short vowels making one with the succeeding consonant, and the long vowels one element of spelling with the

preceding consonant. *But let there be no stoppage between the elements, as the spaces might indicate.*

N. B. *All spelling by sound must be a slow or deliberate pronunciation of the word.* In the short syllables, composed of three sounds, dwell on the first element, and give the second as a vowel and consonant sound in one effort; thus, m-an. In spelling the long syllable, dwell on the first element, which is the consonant *with* the vowel sound, and give the second consonant more promptly; thus, ma-ne. *But have no pause or stoppage of the voice between the elements.* The spaces are intended to show the parts of the syllables you may *dwell on*, or *protract* in sound, but not to *stop* after. If the element is a *bursting* sound, which we cannot protract, the vocal organs must be *put and held in position* without sound till the pupil has apprehended the next sound in which the abrupt element bursts; thus, p-it, p-et, c-at, &c.

LESSON IV.

I can not hate a hat. My mat has* no mate. He hit me a pat on my pate. A fat man has a bad fate. A man has not a mane. Can I get my cane? A dog can bite a bit. I am hid in a hide. I hope he can hop. Hume can hum a tune.

NOTE. Let these words be first spelled by sound, according to the directions in the last note. Then read for the sense. The whole aim of these first lessons should be to teach the pupil to *spell by sound*, and to be able, as soon as possible, to apply the sounds of the letters to the correct pronunciation of words.

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* The s in this word sounded as z.

The grave and solemn Teacher must be patient with some sentences that may appear like nonsense, for they are intended seriously as the best means of accustoming the ear of the pupil to *discriminate sounds* — the first object in these exercises.

LESSON V.

TEACHER. THE *e* IS ALWAYS SILENT AT THE END OF A WORD, AND MAKES THE VOWEL PRECEDING LONG.

Pat*e*	Pik*e*	Pok*e*	Duk*e*
Tak*e*	Tid*e*	Ton*e*	Tun*e*
Cam*e*	Kit*e*	Cok*e*	Cub*e*
Man*e*	Min*e*	Mod*e*	Mut*e*
Nam*e*	Nin*e*	Dos*e*	Nud*e*
Jan*e*	Sid*e*	Jok*e*	Jun*e*

LESSON VI.

I hit him on the pat*e*. Tak*e* my can*e*. I cam*e* in a gig. A cat has no man*e*. My nam*e* is not Jan*e*. A

pik*e* is lik*e* a pol*e*. His kit*e* is not min*e*. That hen is not nic*e*. He is on my sid*e*. He did pok*e* a pol*e* in that hol*e*. He can not jok*e* with a big dog. That tun*e* is fin*e*. He is mut*e*. In Jun*e* it is hot.

SECTION III.

CONSONANT DIGRAPHS.

LESSON I.

TEACHER. C, S, T, and W change their sounds when they have an h after them.

*C	becomes	ch,	as in	Ch in;	thus, ch—ch—ch.
S	"	sh,	"	Sh un;	thus, sh—sh—sh.
T	"	th,	"	Th en;	thus, th—th—th.
W	"	wh,	"	Wh en;	thus, wh—wh—wh.

* The sounds, not the names of the letters, must be given.

These are called Consonant Digraphs:

Ch	Sh	Th	Wh
ch	sh	th	wh
sh	th	wh	ch
th	wh	ch	sh
wh	ch	sh	th

LESSON II.

TEACHER. The long syllables have no consonants after the vowels, but the short syllables have consonants after the vowels without another vowel in the same syllable.

LONG. - SHORT.	LONG. - SHORT.	LONG. - SHORT.	LONG. - SHORT.
Cha – Ach	Sha – Ash	Tha – Ath	Wha – —
Che – Ech	She – Esh	The – Eth	Whe – —
Chi – Ich	Shi – Ish	Thi – Ith	Whi – —
Cho – Och	Sho – Osh	Tho – Oth	Who – —
Chu – Uch	Shu – Ush	Thu – Uth	— – —

LESSON III.

TEACHER. The long vowels have an *e* silent following in the same syllable, but the short vowels have consonants following without an *e* silent.

LONG. - SHORT.	LONG. - SHORT.	LONG. - SHORT.
Chas*e* – Chat	Sham*e* – Sham	Bath*e* – Which
Chid*e* – Chap	She – Mash	The – Them
Chok*e* – Rich	Shin*e* – Fish	Whal*e* – When
Chim*e* – Much	Shon*e* – Shop	Why – Then
Chaf*e* – Such	Shad*e* – Mush	Whit*e* – With

LESSON IV.

He did chas*e* that lad. We can chok*e* on a fish-bon*e*. I chaf*e* my leg when I run. I had a chat with that chap. He has* so much, he is rich. He is such a rich man. That sham is a sham*e*. She shon*e* with a fin*e* gem. The sun can not shin*e* in the shad*e*.

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* The s in is and has, has the sound of z. Let the pupils notice this.

The fish is in the shop. He did not mash the fish. A whale can not get in a tub. Why has a fish a fin? He had a white whale. Which of them did this? When can I go with him?

LESSON V.

TEACHER. The letter x stands for two sounds, like ks; thus, x—x—x.

The letters ng stand for one sound. It is a nose-sound, heard in sing; thus, ng—ng—ng.

The letters ck stand for one sound, as the sound of k; thus, ck—ck—ck.

The letters Qu, qu, always go together, and sound as in Quick, Quit; thus, qu—qu—qu.*

Qu	x	ng	ck
qu	x	ng	ck
x	ng	ck	qu
ng	ck	qu	x
ck	qu	x	ng

NOTE. N has the same sound as in ng, before c, q, x, and g.

* Qu must be sounded as if spelled qw, the u having the sound of w.

LESSON VI.

Quit	Ox	Hang	Back
Quick	Tax	Sang	Peck
Quiz	Vex	King	Kick
Quack	Mix	Song	Mock
Quid	Box	Rung	Duck

O, quit it. O, go quick! He is a quiz. It is an ox. It is my ox. We vex the ox. It is my wax. The wax is in the box. I mix it in the box. Hang it up. She sang a song. It is the king. The king sang a song. O, go back. We mock the king. It is a duck.

NOTE. Spell every word in the vocabulary by the sounds of the letters, as the elements are divided, and according to the Note at the end of Section II., Lesson III. Spell by sound, also, the words of the reading Lesson, before reading.

LESSON VII.

TEACHER. Two syllables can be put together to make a word.

The long syllables have a vowel at the end; the short syllables have a consonant at the end.

But in the second syllable of a word the y is short.

NOTE. The long and short syllables, with but one consonant and one vowel, are *elements of spelling by sound*, to be used without any further analysis or division of the sounds. The pupils must be taught to recognize, and give them at sight.

LESSON VIII.

Baby	Hero	Ivy	Pony	Duty
Lazy	Nero	Limy	Bony	Fury
Mary	Real	Wily	Dozy	Puny
Lady	Equal	Riot	Ropy	Muly
Navy	Tidy	Vial	Poet	Duly
Hazy	Tiny	Lion	Holy	Pupil

Mary has the baby. This lady is not lazy. Ten ships is a navy.

It is not hazy. Nero is a dog. He is a hero. This is equal with that. She is so tidy. It is a tiny dog. The ivy is on the shed. The cup is limy. The ugly lad is in a riot. It is in the vial. A lion is red. This pony is so bony! I am not dozy.

Wax, when melted, is ropy.

A poet can sing a poem.

God is holy. It is my duty not to be in a fury. The ruby is red.

The shed is in a ruin. Mary is my pupil.

LESSON IX.

TEACHER. If the same consonant ends a syllable that begins the next, only one consonant is sounded.

sal ad	jel ly	fit ted	sol id	mud dy
bal lad	pen ny	riv et	bon net	bug gy
rab id	pet ted	diz zy	bod y	sun ny
rab bit	wet ting	gid dy	jol ly	hug ging
hab it	set ting	sil ly	hop ping	run ning
tab by	red dish	pit y	pop ping	pup py

NOTE. We say the consonant is sounded *but once* in such a case. But it is so sounded as to unite with *both vowel sounds*, before and after. This is the *intention in doubling the consonant.* But whether there is but one, or two consonants between the vowels, the pronunciation of the word is still the same. Hence it is not *necessary* to italicize the second consonant. The spelling of words by sound is simply a *slow pronunciation of the word.*

The salad is in the dish. He can sing that ballad. O, that dog is rabid. A rabbit digs in the sod. It is not my habit. Tabby is a cat.

This is jelly in the cup. This is not a penny. Tabby is petted much. The rabbit got a wetting. The hen is setting in the shed. That dog is reddish. I fitted him

at sunset. The rivet is in the lock. I am dizzy when I get on the top. I get giddy when I am dizzy. I pity that silly lad. This bone is so solid. My bonnet is red. His body is naked. The robin is jolly hopping and singing. The nut is popping in the hot pan. It is not muddy in the wet sand. His buggy is so muddy! She is hugging the cat. The puppy is running in the shed.

LESSON X.

The cat is a pet.
O, this dog is a pet.
I can run in the lot.
The pupil can run.

Katy has my kid.
Bob has got a dog.
Jim, I can jump up.
That man is so fat.
Is he so fat and big?
O, she is in the shop.
The fly buzzes in the box.
We ran by the shop.
Yes, the robin can sing.
When can I whip a dog?
Quit chop ping the chip.
O, Frisk is so funny!
He has a velvet vest.
She is my pupil Mary.
Is it not a funny box?
My kitty is so frisky!
She can go by and by.
O Sam, my hat is in the mud!

Hen ry is not singing.
Bob hit me with a chip.
The ox is going on the lot.
My Jim is on the mat.
Hero is a big dog.
The lady has a velvet hat.
O, the pup py can yelp!
We can go on the wagon.

LESSON XI.

TEACHER. A consonant doubled at the end of a word is sounded but once.

Double ll, after a, at the end of a word of one syllable, gives it a broad sound, like a in all, except in the word shall.

All	Bell	Ill	Doll	Dull
Call	Sell	Mill	Loll	Hull
Tall	Tell	Hill	Loss	Fuss
Ball	Bess	Miss	Toss	Muss
Hall	Less	Kiss	Moss	Buff
Fall	Chess	Hiss	Off	Cuff

I shall call all the tall men. I shall let the ball fall in the hall. I can tell Miss Bess to go up the hill. If I sell it less, I shall fall. I am ill, so I can not be at the mill. On the hill is a mill all in moss.

I can not kiss the miss. I gave my ball a toss in the moss; I met a loss. He made a muss with a fuss. The hull of the ship is off the rock. My jacket is buff. My jacket has a cuff.

SECTION IV.

THE VOWEL DIGRAPHS.

LESSON I.

TEACHER. The vowels a, e, i, o, u, have each another sound before the letter r without another vowel in the same syllable.

a, before r is sounded ar, as in Far, Car, Tar.
e, " " " er, " Her, Herd, Err.
i, " " " ir, " Sir, Fir, Bird.
o, " " " or, " Or, For, Cork.
u, " " " ur, " Urn, Turf, Curl.

NOTE. Er, ir, and ur are sounded alike so much, that it is difficult to make any distinction apparent.

Ar	Er	Ir	Or	Ur
ar	er	ir	or	ur
er	ir	or	ur	ar
ir	or	ur	ar	er
or	ur	ar	er	ir
ur	ar	er	ir	or
ar	er	ir	or	ur

LESSON II.

Car	Or	Her	Fir	Urn
Jar	For	Herd	Sir	Turf
Bar	Cork	Jerk	Irk	Curl
Arm	Fork	Serf	Gird	Curd
Tar	Cord	Err	Bird	Burn
Far	Lord	Bur	Girl	Hurl

LESSON III.

Can I ride in the car? Is it in the jar? He hung it on the bar. He or she can go. She is going for the dish. The cork is in the vial. He gave her a jerk. We can burn that fir. Sir, is this my urn? It did curl on the vine. This is not my girl. O, it is a big bird. I gave him my cord. She hit him on the arm. Is it far to that shed? I can pick my nut with a fork. Fix the cord on the bed. That lord is a bad man. A serf has to dig. He got a bur on his hat. A bird can sing. She is a bad girl. I can not burn this log.

LESSON IV.

TEACHER. A, E, I, O, U have their long sounds before re, as before any other consonant with *e* silent following, except in the word are. The re is sounded like er in er*r*.

Bar*e**	Her*e*	Fir*e*	Or*e*	Cur*e*
Car*e*	Mer*e*	Tir*e*	Gor*e*	Pur*e*
Dar*e*	Deer	Mir*e*	Mor*e*	Lur*e*
War*e*	Beer	Hir*e*	Tor*e*	Four
Shar*e*	Cheer	Sir*e*	Sor*e*	Pour

* The a before re has not precisely the same sound as a in Fate. We shall give this sound a special mark in the Second Reader, where the phonology of the language will be completed. The a before re has the first and prin-

LESSON V.

I can not let her in here.
Take care of the cart.
I can make a hot fire of fir.
This ore or that is not dirt.
He can cure the bite of a cur.
The wave left bare the bar of sand.
Sir, his sire is an old man.
A cat can purr and make her fur pure.
It is safe when we get a spare spar in a ship.
She can stare at the star, but no more.
The farther I go, the more the fare.
I care not if he is hurt in that arm.
Are the men go ing?
Are the pigs in the yard?
Are the hor ses in the car?
Are the deer in the park?
Are the men taking beer?
Are the cars on fire?

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cipal part of the sound of a in ale, which ends in a slight sound of e as in me; thus, a-e; but this last e sound is merged or lost in the sound of r following, and this makes the difference between a in ale and a in fare. We can trust, that this difference *will be made in practice*, to the fact, that the Teacher is teaching his *vernacular tongue*. Let the Teacher be cautioned by this note; for all the sounds must, of course, reach the ear of the pupil through the oral instruction of the Teacher.

The same is true of o in ore. It is not *precisely* the same sound as o in old; this latter sound ends in a light sound of u in rude, which is lost or merged in

LESSON VI.

TEACHER. Two vowels together often stand for one sound.
Ee and ea stand for the same sound as e in Me.
Aw and au have a broad sound, like a in All.

ee	ea	aw	au
ea	aw	au	ee
aw	au	ee	ea
au	ee	ea	aw

Bee	Pea	Caw	Maul
See	Tea	Raw	Haul
Feet	Sea	Jaw	Faun
Beef	Eat	Law	Laud
Feel	Heat	Awl	Waul
Need	Reap	Bawl	Wall

LESSON VII.

O, see the bee on the tree! I feel hurt in my feet. We care not for beef. I like eat ing the pea. We had tea by the sea. We reap wheat in

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the sound of re; but, for the same reason that, *practically*, there is not likely to arise any mistake on the part of the Teacher in pronouncing the words of his own tongue, we have avoided multiplying distinctions at this stage of the pupil's study.

the heat of sum mer. The dog had the raw meat in his jaw. I made him bawl with an awl. It is not the law. I hit him with a maul, and made him bawl. We can haul sand in a cart. The cat on the wall did waul or cry. We are on the sea.

LESSON VIII.

TEACHER. Ai and ay, ei and ey, are sounded as a in Ale.

Aid	Nay	Vein	They
Aim	Say	Rein	Whey
Bait	Hay	Veil	Bey
Rail	Way	Skein	Hey
Rain	Bay	Wait	Prey
Maid	Gay	Vain	Trey

The man had an aim on the bird. We bait fish on the lake. The maid sat on the rail in the rain. Nay, I say this is not the way to make hay. We had a gay time on the bay.

This vein is blue. I wait in vain. He had the rein of the horse. They had whey for sup per. A bey is a lord.

LESSON IX.

TEACHER.	ow	is	sounded	ow,	as in Cow.
	ou	"		ou,	" Out.
	oi	"		oi,	" Oil.
	oy	"		oy,	" Boy.

NOTE. Name the letters in the first column, and give the sounds of the second.

ow	ou	oi	oy
ou	oi	oy	ow
oi	oy	ow	ou
oy	ow	ou	oi

LESSON X.

Cow	Loud	Boil	Boy
How	Fowl	Oil	Coy
Bow	Sound	Soil	Joy
Now	Round	Toil	Toy
Down	Proud	Join	Cloy
Town	Cloud	Loin	Coin

How, is it a cow? I bow down now. He can go as far as the town. That sound is quite loud. Round this bog it is foul. She is not proud. The cloud in the sky is dark. We can not boil it in oil. A farmer can toil in the soil. Join this and that. A boy may play with his toy. That girl is coy. Much eating will cloy. This coin is of silver.

LESSON XI.

TEACHER.	ew	is sounded as	ew	in	Few.
	oo	"	oo	"	Ooze.
	oo	"	oo	"	Book.
	ow	"	*ow*	"	Row.

NOTE. Name the letters in the first column, then give the sound of the second.

ew	oo	oo*	*ow*
oo	oo*	*ow*	ew
oo*	*ow*	ew	oo
ow	ew	oo	oo*

NOTE. Sound the double oo * short, as in Foot.

Mew	Room*	Foot*	Row
Pew	Moon	Book	Sow
Yew	Food	Took	Bow
New	Cool	Look	Tow
Dew	Soon	Wool	Low
Few	Pool	Hoop	Mow

NOTE. These two sounds of double oo * are discriminated thus: the long, by having the space *after* it, and the short *before* it, in the spacing of the word. In the sequel they will be discriminated by marking.

LESSON XII.

A cat can mew. I sat in the pew. A yew is a fine tree. This room is new. I will take a few of the nuts. Her food will soon be cool. He fell in the pool. He took the book. O, look at my foot! A sheep has good wool. I can play with my hoop. We sow grass, and then we mow it. I row on the lake. We like a good cook.

LESSON XIII.

TEACHER. A Digraph is two letters that go together to make one elementary sound.

The sound may have two parts to it, but these parts cannot be separated between syllables, and so the letters cannot.

DIGRAPHS.

OF ONE SOUND.	OF TWO SOUNDS.	OF R SOUNDS.
ee = ea	ai = ay	ar
aw = au	ei = ey	er
ew	ow = ou	ir
oo (long)	ow = oa	or
oo (short)	oi = oy	ur
		or

NOTE. Er, ir, ur, or, have all the same sound, and this is the sound of r at the end of words, which differs from the sound of r before a vowel. That these vowels merge their sound in that of r final, is shown by the fact that these digraphs have the same sound as r*e* in he r*e*, where the *e* is confessedly silent.

LESSON XIV.

TEACHER. S has two sounds, a hissing sound, as in Sis, and a buzzing sound, as in Is.

Th has two sounds, a hissing sound, as in Thin, and a buzzing sound, as in Then.

S	**S**	Th	**Th**
s	**s**	th	**th**
s	th	**th**	s
th	**th**	s	**s**

Rose	Base	These	Thing
Raise	Dose	Those	Thin
Rise	Chase	Them	Thaw
Use	Use	That	Bath
Chose	Close	This	Sloth
Nose	Close	Then	Teeth

LESSON XV.

I rose in the morn. Raise up the base. Did he take a dose of that stuff? We chase the deer with a dog. I saw these, but not those. This thing is not thin. The sun will thaw the snow. I chose to use that. My nose is of use. I cannot take that bad dose. I like to take a bath. The sloth has sharp teeth. We are not in the bath.

A READING LESSON.

I see the ship on the sea.
She saw him haul up the fish.
The crew of the ship drew it up.

O, look at this sharp tool!
This brook runs in the pool.
The bee sips the dew from the rose on the tree.
We sip the tea hot, and not cool.
The cook can read the good book.
The cat set her paw on the saw.
Few girls can read this book.
We are going to the pool.

A READING LESSON.

It may rain this day.
They say the lion is a beast of prey.
The boy has got a jug of oil.
See how the cow chews the cud!
The thunder sounds from the cloud.
I did sow a row of peas in the yard.
The coat of a goat is not fur.
He burst a vein by tugging hard on the rein.
He may fail this day.
Whey is made from the milk of the cow.
Hold hard on the rein of the horse.
Now I can bow under a low arch.

Beets grow in a long row.
We get good soap at the store.
I join in the play of the boys with joy.

A READING LESSON.

I gaze on the wave of the sea.
He gave me a good cane.
We must pave the long road.
I can go a mile on the road.
See, how she can smile so sweet!
The girl may sit on the stile.
Let us ride in this fine coach.
I may slide down the slope.
We like not going in the dark.
I hope he may vote for this man.
He gave me a note for him.
She has on a fine robe.
Can he work with a hoe?
A cube has six sides.
Look in this round tube.
A mule can work quite hard.

A mute can not speak a word.
The sky is deep blue.
It is true she stole the pie.
Wipe the dirt from that pole.
We are not in the house.

A READING LESSON.

Haul the boat on the beach.
She can mar the fur with tar.
I sent him for the cork.
He took up the cord with a jerk.
The cows go in a herd.
A good dog is not a cur.
If the cat is mad, her fur can stir.
She can keep her word.
See the bee fly on the tree.
We took tea with her.
He can read the law.
I took a maul and hit it a blow.
The dew is found in the cool of the morn.
On Sunday we took a new pew.

This shaded pool is so cool.
He held the rein of the pony.
I took aim at a bird that sat on a rail.
She may broil this meat.
The girl took the toy with joy.
Now see him bow so low.
She speaks aloud, but she is not proud.
The ox steps slowly in the snow.
Stoop low under this shed.
A cork may float in the bowl.
He got the loaf and the soap at the shop.
I am going to the south.
I had my coat on in the boat.
He took an oath to keep his word.
She may go on this road.
I got my loaf of the baker.
My boy has a fine toy.
O, I am in such a joy!
This girl is coy.
Troy is a big town.

SECTION IV.

COMBINED INITIAL CONSONANTS.

LESSON I.

Br	Dr	Tr	Gr	Cr	Pr	Fr	Thr
Dr	Tr	Gr	Cr	Pr	Fr	Thr	Br
Tr	Gr	Cr	Pr	Fr	Thr	Br	Dr
Gr	Cr	Pr	Fr	Thr	Br	Dr	Fr
Cr	Pr	Fr	Thr	Br	Dr	Tr	Gr
Pr	Fr	Thr	Br	Dr	Tr	Gr	Cr

LESSON II.

Bran	Bred	Brick	Broth	Brush
Drab	Dress	Drip	Drop	Drug
From	Fret	Frith	Frog	Frock
Grab	Grip	Grit	Grot	Grub

LESSON III.

The bran is the husk of wheat.
This Quaker has on drab.

I go from town this day.
I can grab him by the arm.
He is bred to a good trade.
I am afraid of a lion.
A good girl is never in a fret.
He took a firm grip of his neck.
The brick is on the ground.
I drip a drop in the cup.
Can he grit his teeth?
The broth of beef is good.
We can eat the leg of a frog.
A grot is a grotto. I brush my coat.
The doctor gave him a drug.
She had on a red frock.
A grub is a worm.

LESSON IV.

Cram	Crash	Crib	Crop	Crush
Proud	Prate	Prim	Prop	Pray
Trap	Trash	Trip	Trot	Tray
Three	Thrash	Throw	Throb	Thrush

LESSON V.

I cannot cram this rag in this hole. She is so proud. The rat is in the trap. Three men can take in that crop. The log came down with a crash. We thrash the grain for the wheat. The baby is in the crib. She can sit up so prim. If I trip him I can throw him down. Prop up this vine. This nag can trot quick. We can crush it to powder. We pray to God. Tray is the name of a dog. A thrush is a singing bird.

LESSON VI.

Bl	Fl	Cl	Gl	Pl	Sl
fl	cl	gl	pl	sl	bl
cl	gl	pl	sl	bl	fl
gl	pl	sl	bl	fl	cl
pl	sl	bl	fl	cl	gl
sl	bl	fl	cl	gl	pl

LESSON VII.

Black	Bled	Bleed	Blot	Blush
Flap	Fled	Fling	Flog	Flush
Clap	Clip	Cling	Clog	Cluck
Glad	Glen	Glim	Glut	Glum
Plan	Plow	Play	Plot	Plum
Slam	Sled	Slip	Slop	Slug

LESSON VIII.

This sheep is black. A flag may flap in the breeze. I clap the lid on the box. I am glad to see her. My plan is to let it alone. She did slam the window down. He hurt his nose so that it bled. He fled from the dog. I pick a flower in the glen. We can plough up the sod with the ox. I slide down in my sled. I may bleed from a cut on the skin. Fling it down on the road. The vine may cling to the pole. The boy did slip in his play. She can blot the paper. The master did flog the boy. Wet dirt can clog the feet.

He sat on that plot of ground. She got wet in the slop. She did blush like a rose. The hen did cluck for her chick. A plum from a tree is good.

LESSON IX.

sp	sm	st	sn	sl	sc
sm	st	sn	sl	sc	sp
st	sn	sl	sc	sp	sm
sn	sl	sc	sp	sm	st
sl	sc	sp	sm	st	sn
sc	sp	sm	st	sn	sl

LESSON X.

Span	Sped	Spit	Spot	Spool
Smack	Smit	Smith	Smoke	Smut
Stab	Stem	Stick	Stop	Stub
Snap	Snag	Snip	Snail	Snub
Slab	Sled	Slit	Slop	Slug
Scab	Scan	Skip	Scot	Scud

LESSON XI.

That thing is a span long. Did he smack her on the cheek? O, he did stab with a dagger! A dog may snap, but not bite. I lay it on this slab. A scab is on the skin. This is the stem of the flower. A snag may be a log in the river. I can slide on my sled. To scan is to see. Did he spit on him? The smith can hammer on his anvil. A stick is in that hole. She made a slit in the cloth. I skip over my rope. He stood on the spot. I am glad I cannot smoke. Did she get wet in the slop? The smut on his skin is black. A slug is a lazy worm.

LESSON XII.

Initial Consonants combined.

spr	spl	str	scr	squ	shr
spl	str	scr	squ	shr	spr
str	scr	squ	shr	spr	spl
scr	squ	shr	spr	spl	str
squ	shr	spr	spl	str	scr
shr	spr	spl	str	scr	squ

LESSON XIII.

Sprang	Sprig	Spring	Spree	Sprung
Splash	Spleen	Split	Splint	Spray
Strap	Straw	Strike	Strong	Strung
Scrap	Scream	Scrip	Scrawl	Screw
Shred	Shroud	Shrimp	Shrug	Shrub

LESSON XIV.

He sprang in the pool with a splash. This strap is the scrap of a hide. I care not for a scrap or a shred. I split a sprig of straw. She did scream when she saw him in a shroud. I strike with a stick. A shrimp is a kind of fish. We go on a spree in fun. A splint is made of wood. He is not strong. I scrawl on the paper. The spray sprung over the boat. He strung them all on a string. He drove a screw in that hole. This shrub is a small tree.

LESSON XV.

Terminal Consonants combined.

mp	ft	st	nt	nd	lt
ft	st	nt	nd	lt	mp
st	nt	nd	lt	mp	ft
nt	nd	lt	mp	ft	st
nd	lt	mp	ft	st	nt
lt	mp	ft	st	nt	nd

Stamp	Hemp	Limp	Romp	Stump
Raft *	Left	Lift	Soft	Tuft
Past *	Nest	Fist	Lost	Rust
Ant *	Bent	Dint	Joint	Hunt
And	Bend	Wind	Fond	Send

Note. The a before some combined consonants (*) has, in New England especially, a sound more open than a in at, but not so open as a in far. But as neither Walker, Smart, nor Webster's Dictionary recognizes this sound as at all different from a in at, we have not thought fit here to give it a separate classification. It is recognized by Worcester, and is the good usage in New England.

I stamp on the ground. That raft is made of logs. It is past three o'clock. An ant is a crawling insect. Did he limp on his left leg? This is the nest of the bird. The tree bent

over to the ground. I can bend this stick. Rope is made of hemp. Did he lift that big load? It is the first in the row. He made a dint with his fist. The wind may blow from the west. Girls must not be rude in a romp. A tuft of wool is soft. A joint of meat is a good roast. A boy is fond of play.

LESSON XVI.

nk	lk	sk	bs	gs	ns
lk	sk	bs	gs	ns	nk
sk	bs	gs	ns	nk	lk
bs	gs	ns	nk	lk	sk
gs	ns	nk	lk	sk	bs
ns	nk	lk	sk	bs	gs

LESSON XVII.

Bank	Ink	Thank	Think	Drank
Elk	Yelk	Milk	Bulk	Hulk
Ask*	Desk	Brisk	Musk	Dusk
Stubs	Webs	Ribs	Robs	Rubs
Bugs	Begs	Digs	Hogs	Hugs
Pans	Pens	Pins	Dons	Tuns

I sit on this bank. An elk is a kind of deer. Did he ask me for this? The murderer stabs in the dark. We had the meal in three bags. The milk is in the pans. This ink is not black. The yelk of the egg is yellow. She sits at her desk. Spiders make webs. He begs like a beggar. I thank him for this. The wind is brisk on the sea. I can count the ribs of that lean dog. He digs in the sand. I think he must be drunk. The bulk of a whale is big. We send the hogs to the pen. I cannot drink much wine. It is dusk after the sun has set. He rubs the mark out.

LESSON XVIII.

COMBINED CONSONANT SOUNDS WITH SILENT *e* BETWEEN.

pes*	kes	kes	fes	bes
des	thes	mes	nes	les
tes	kes	fes	bes	pes
thes	mes	nes	pes	des
kes	fes	bes	des	tes
thes	mes	nes	les	des

NOTE. In this combination * the sound of s is the sharp, hissing sound

when preceded by the whispered sounds; but it has the buzzing sound, like z, when preceded by the voiced sounds.

LESSON XIX.

TEACHER. The *e* silent in the same syllable makes the preceding vowel long.

Apes	Dimes	Robes	Dupes
Mates	Fines	Modes	Cubes
Rakes	Piles	Clothes	Dukes
Babes	Types	Homes	Flutes
Fades	Kites	Bones	Mules
Bathes	Fifes	Moles	Tunes

These apes are mates. We scrape with rakes in the garden. That lady has three babes. The flower fades in the summer. He bathes in the river. He had three piles of dimes on the table. Letters are made with types. Kites are birds of prey. Robes are fine clothes. Moles dig in the garden. Dogs like bones. Dupes are made fools. Cubes are blocks of wood. Three dukes rode on mules. He plays tunes on his flutes.

LESSON XX.

COMBINED CONSONANTS WITH SILENT *e* BETWEEN.

ped	ked	fed*	sed	bed
ved	thed	med	ned	led
ked	fed	sed	bed	ped
thed	med	ned	led	ved
fed	sed	bed	ped	ked
med	ned	led	ved	thed

NOTE. The d (*) has uniformly the sound of t when preceded by the whispered sounds or by s (hissing). This the law of euphony makes almost irresistible.

LESSON XXI.

TEACHER. The *e* silent in the same syllable makes the preceding vowel long.

Shaped	Fined	Domed	Duped
Baked	Smiled	Boned	Cubed
Chased	Striped	Roled	Tuned
Paved	Diked	Roped	Fumed
Bathed	Probed	Dosed	Plumed
Named	Dived	Robed	Used

How is that shaped? The cake is baked. I chased him over the paved road. He bathed in the river. That dog is named Hero. He is fined ten dimes. She smiled when he spoke. That is a striped pig. The river is diked to keep it from running over. I probed the hole with a stick. He dived under the sea. That man is big boned. I rolled from the top of the bank.

LESSON XXII.

TEACHER. Ce and ge at the end of words must be sounded as s and j.

Race	Fence*	Page	Charge
Rice	Hence	Rage	Badge*
Mice	Thence	Cage	Wedge
Face	Prince	Huge	Ridge
Place	Since	Forge	Bridge
Pace	Dunce	Large	Edge

NOTE. The vowels in these words * are short, and exceptions to the general effect of *e* silent; this is indicated by the spaces *before* the vowels.

I ran a race in that place.
The mice like eating rice.

His face is black, but it is not ugly.
A dunce cannot keep pace with his class.
He jumped over the fence.
The prince went hence this day.
Since he is a dunce, he cannot read.
I can read this large page.
A tiger in a cage may be in a rage.
I saw a fire in a huge forge.
How much shall I charge for this?
He wore a badge on his coat.
We stuck the wedge in the edge of the crack.
We place a bridge over the river.
The boy came over the ridge of the hill.

LESSON XXIII.

TEACHER. SILENT LETTERS ARE ALWAYS IN ITALICS.

Lam*b*	La*t*ch	*W*rap	*G*naw
Jam*b*	Stre*t*ch	*W*ren	*G*narl
Lim*b*	Hi*t*ch	*W*ring	*G*nash
Bom*b*	No*t*ch	*W*rong	*G*nat
Thum*b*	Clu*t*ch	*W*rung	*G*nome
Com*b*	Pi*t*ch	*W*rist	*G*nu

O, see this sweet lam*b*! The jam*b* of the do*o*r is of wood. The bird sits on the lim*b* of a tree. A bom*b* is fired from a cannon. Did he scra*t*ch his **th**um*b* with the com*b*? La*t*ch the do*o*r. O*p*en the do*o*r and stre*t*ch it wid*e*. Hi*t*ch the nag by the rein to this post. I mad*e* a no*t*ch in the stick. I did clu*t*ch it with my hand. This post has pi*t*ch on it. I *w*rap my sor*e* *w*rist in a rag. The *w*ren is a littl*e* bird. Did he *w*ring off the neck of the cock? It is *w*rong to strik*e* a girl. A mous*e* can *g*naw a hol*e*. He must not *g*nash his tee**th**. A *g*nat is a littl*e* insect. A *g*nu is a beast of the deer kind. I found him on the *w*reck of a ves*s*el. I can *w*rit*e* a letter to her.

LESSON XXIV.

TEACHER. SILENT LETTERS ARE ALWAYS ITALICIZED.

*K*nab	Dea*d*	Rei*g*n	Hi*gh*
*K*nee	Brea*d*	Fei*g*n	Ni*gh*
*K*nif*e*	Hea*d*	Dei*g*n	Si*gh*
*K*nit	Trea*d*	Si*g*n	**Th**i*gh*
*K*not	Lea*d*	Nei*gh*	Tho*ugh*

Did he *k*nab that fellow?
I stuck the *k*nife in my *k*nee.
Did she *k*nit a stocking?
Tie that rope in a *k*not.
The *k*nob of the lock is off.
He is not dead, but sleeping.
The baker makes his bread.
I hurt my head.
Tread light on the grave of the dead.
Lead is heavy.
I dread that dog.
It is the reign of the queen.
To feign is to make a sham.
It is a good sign.
The neigh of the horse is loud.
I can weigh a load of hay.
The bird is high in the tree.
It is not far; it is nigh.
I sigh when I am tired.
The mud is as high as his thigh.
Though I can spell, I cannot read.
A bough is the branch of a tree.

A READING LESSON.

Go bac*k* and pic*k* up the loc*k*.
Dress the miss without so much fuss.
Shall I dress the doll in silk?
The bucket fell down in the well.
He is so stiff that he goes with a staff.
O, see the little lam*b* on the grass!
Can he clim*b* on the lim*b* of that tree?
Lift the la*t*ch with the thum*b*.
Stre*t*ch out the hand, then clu*t*ch it.
A *w*ren is a little bird.
It is not *w*rong to ring the bell.
A mouse will *g*naw the cheese.
A *g*nat is a little insect.
Lead is heavy, but good bread is li*gh*t.
A queen rei*g*ns over a kingdom.
The si*g*n hangs hi*gh* on the post.
Wei*gh* this heavy lump of lead.
The bird sits hi*gh* on the lim*b*.

LESSON XXV.

TEACHER. Some very common words re-spelled, in which the letters have irregular, or occasional, sounds.

You =(Yu)	Does =(Duz)	Been =(Bin)
Who =(Hoo)	Done=(Dun)	Were =(Wer)
Do =(Doo)	Some=(Sum)	Are =(Ar)
To =(Too)	One =(Wun)	Put =(Poot)
Two =(Too)	Come=(Cum)	Said =(Sed)
Your =(Yure)	Son =(Sun)	Could =(Cood)
Whose=(Whooz)	Was =(Woz)	Would=(Wood)
Whom=(Hoom)	What=(Whot)	Should=(Shood)
Where=(Whare)	Their=(Thare)	There =(Thare)

Whom do you wish to see?
Who is your brother (bruther)?
Two are all that I have (hav).
Does he do some work for you?
One son was not enough (enuf).
What was it he did?
I have been here all day.
Did you call me?

Some one said you put it on the fire. I would do that if I could. You should have said what it was. I said I put it there.

Where (whare) have you been? I have done some work the last two nights. You are one of those who was there. His son does what he should not. Call all your men there. Do you know who it was? I said it was your son who put it there.

A READING LESSON.

Whom do they say that I am?
Who do you say has done this?
Have (hav) you been to that place?
Your sister will do this thing.
One, two, three, four, five, six.
I have been some time in the place.
Has my son done the work?
One of my sons was in the fight.
What have I done to you?
What is your name, my son?
Did you call all the boys at once?
Could you put that, there, in its place?
Would you do it if you could?
Once I took a walk (wawk) in the wood.
Where is your mother to-day?

My brother (bruther) put me there.
We all took a wa*l*k (wawk) there.
You said there was no one there.
Once there was a man who said this.

THE PRIMARY READER.

ADAM AND EVE IN THE GARDEN OF EDEN.*

God is a Being, wise and good, far beyond all men. He made the sky, and the land, and all things that are† in them.

No people were†upon this earth at first: nor did any (eny) thing grow upon it. It was (woz) not even shaped into its present form; and darkness was all about it. But God called the light, and made the blue sky over us. He made the seas and the dry land, the sun, the moon, and the stars. And in the seas he made large whales, and all kind of fish that swim in the water (wawter). And he made the earth to bring forth grass, and trees having fruit (froot), and plants giving all manner of seed. Then he made the birds and the

* These few Reading Lessons are taken, with some modifications, from an excellent little book, entitled "The Children's Bible Story Book," — Ason D. F. Randolph, New York, publisher.

† When the final e silent does not affect the preceding vowel to make it long, it is separated from the rest of the word by a space.

beasts; and every thing that he had made was good. Last of all, he made man in his own image, and blessed him, and gave to him the *w*hole earth, with its fru*i*ts and living things for him to use and enjoy.

All these things God did in six days; and on the seventh day he rested from his work. So he blessed the seventh day, and called it a holy day. (holliday).

The first man and woman (wooman) that God made were called Adam and Eve. The name Adam means earth, for he was formed out of the dust of the ground. Eve means life, and she was so called because she was the mother (muther) of all living. And God placed the man and the woman in a garden which he had made for them in Eden; bidding them till it, and keep it in good order. In this garden were all kinds of trees; those that were lovely (luvly) to look at, and many (meny) having fru*i*t for them to eat. But there (thare) was one (wun) tree in the midst of the garden called the Tree of *K*now*l*edge (nolej) of Good and Evil; of its fru*i*t God told them not to eat; because

if they did so they must die. Of every other (uther) fruit he gave them leave to eat freely.

Then God called all the birds and beasts that he had made, that Adam might give names to them. And as Adam named each one, that was its name.

So these two (too), Adam and Eve, lived happy in this garden of Eden; for they did what (whot) God bid them, and he loved (luvd) them.

ADAM AND EVE DRIVEN OUT OF THE GARDEN OF EDEN.

But Adam and Eve did not stay long in the garden of Eden. They sinned against the good God, who had given them this fair (fare) garden. And then, as God had said (sed), death came upon them, and their (thare) children after them. They were also punished by being put (poot) out of the garden. The manner of it was this:

The Serpent one (wun) day spoke to Eve, asking her if God had indeed told them not to

eat the fruit of the trees in the garden. She said to him that they might eat of every one, save that of the Tree of *Knowledge* (nolej) of Good and Evil, which grew in the midst of garden. Of that God had said, they must the not eat, nor even touch it; for if they did, they should (shood) die. But the Serpent told her that was not true; they would (wood) not die if they ate of it, for God had told them this because he knew that if they did eat of it, they should be equal to himself, *knowing* good and evil.

Eve listened to the Serpent while he told her this lie; for such it was. She saw how fine the fruit looked, and she wished to be wise, as the Serpent had told her she should; so at length, heedless of God's word, she plucked and ate it; and Adam, who (whoo) was with her, did the same.

But no sooner had they eaten it, than they knew how *wrong* they had done (dun); and in the cool of the day, when they heard the voice of the Lord God in the garden, they hid themselves that he might not see them. But

God called them, and, afraid though they were, they must go before him. And when he asked them why they were afraid, and had hidden themselves, they had to confess what (whot) they had done (dun): that they had eaten of the fruit which God had told them not to eat.

God was much displeased with them. And after telling them what (whot) sad things should happen to them, he drove them out of the garden, into the rude, rugged world, where with toil they should get their own living, in place of eating the fruit which he had given them in Eden. Then he dressed them with the skins of the beasts; for though displeased with them he had pity on them: and shutting them out of the garden, he put a guard there, that no one (wun) should approach the Tree of Life.

CAIN AND ABEL.

After they left the garden of Eden, Adam and Eve had two (too) sons (sunz), called Cain

and Abel. Cain, the elder, was a farmer; that is, one who tills the ground; Abel was a shep*h*erd.

In those days it was the will of God that men should offer gifts in fire upon an altar (allter) to him; and these two brought (brawt) each his gift: Cain brought of the fruits of the earth, while Abel offered the best of his flocks. With Abel's gift God was pleased, because it was one which he himself had bid. But he was not pleased with the gift that Cain brought, because it was one which he had not bid; and because Cain had brought it in place of that which he knew was the right one (wun). In this he did not mind God; and he was angry, when he saw that his offering was not accepted. God told him that if he brought that which he was bid, his offering should even then be accepted, and he would be pleased with him, as he had been (bin) with Abel.

But not giving heed to what (whot) God said (sed) to him, Cain went away and killed his brother (bruther).

Then God called unto Cain, "Where is Abel,

thy brother?" and Cain said, "I *k*no*w* not: am I my brother's keeper?" But his lying co*u*ld not hid*e* his wicked deed from God. He had seen all that pass*e*d in the f*i*eld (feeld) when Cain had kill*e*d his brother; and now he told him that he was curs*e*d for this cruel murder; that from that time his labor in tilling the ground sho*u*ld be in vain, for it sho*u*ld giv*e* nou*gh*t (naut) to him; that he sho*u*ld be driv*e*n out of his family and his country; and that for the rest of his lif*e* he sho*u*ld wander (wonder) on the face of the e*a*rth. Cain did not express any sorrow for what (whot) he had don*e* (dun) when God plac*e*d this curs*e* upon him. He only cri*e*d out that he fear*e*d lest any one, who *k*new why he was mad*e* to wander about, sho*u*ld kill him for having kill*e*d his brother.

But God told him that his lif*e* sho*u*ld be spar*e*d. And he set a mark upon Cain, that all who saw it sho*u*ld kno*w* that God had set him apart not to be kill*e*d, but to liv*e**—a hapless murderer!

* When the final e silent does not affect the preceding vowel to make it long, it is separated from the rest of the word by a space.

NOAH LEAVING THE ARK.

ADAM and Eve had other (uther) sons, besides Cain and Abel. They had daughters also; and, as time passed on, many (meny) hundreds of years, their children peopled the earth. But men then became so wicked that God was sorry that he had ever made them. And at length, seeing they would not amend their wicked ways, though he gave them a chance for it, he made up his mind to destroy them, with all the living things that were upon the earth.

Yet there was one good man, named Noah,* among (amung) these wicked people; and it was God's will to save him from the waters (wawters) with which he was about to drown the whole world. So he told Noah to prepare an Ark, that is, a kind of a boat, large enough (enuf) to contain himself and his family, with two (too) of every kind of living things, birds, beasts, and even creeping things, besides food for them to eat till the waters should

* The a is open, as in Far.

have passed away from off the earth. God told him how he was to build the Ark, what (whot) size it was to be, how it was to be shaped, how many stories there were to be in it, where the door was to be placed; and that he must cover (cuver) it with pitch, inside and out, to keep out the water. And Noah did all as God told him.

So large a vessel was long in building; and day after day, as Noah and his sons (suns) worked at it, the people saw at what they were working, and then Noah told them what they might expect. But they heeded him not. So at length, when the time came beyond which God would not wait, the Ark was finished. Noah and his family, and all that were to be kept alive with him, went into it, and God shut them in.

Then for forty days and forty nights God poured out rain from heaven, the waves of the deep were dashed upon the dry land, and the waters rose till it was all one vast sea. Still they kept rising higher and higher, so that at last even the tops of the mountains were cov-

ered (cuverd); and every living thing that was left upon the earth was drowned in that deep flood (flud).

But Noah, and all that were shut up with him, escaped, as God had appointed; for the Ark sailed safely along upon the waters.

NOAH'S SACRIFICE.

For a hundred and fifty days the waters of the deluge hid the earth. Then God caused them to abate; for he stopped the rain and stilled the waves of the sea, and sent a strong wind upon the earth, and at last the Ark rested upon the mountain of Ararat.

But though the top of the high mountain was out of the waters, all about the Ark was still like a sea, so that Noah could not yet leave the Ark. Then, after waiting forty days, he opened the window of the Ark, and sent out a raven and a dove (duv), that he might know whether the waters had dried up or not. The poor dove flew hither and thither; but seeing

no resting-place, for the waters were still all over the land, returned to Noah, who put out his hand and drew her in to him. Seven days after he sent her out again, and in the evening she flew back, having in her mouth a leaf newly plucked off; by which Noah knew that the dry land could at last be seen. Again he waited seven days, and then again sent out the dove (duv). But this time she did not come (cum) back; and Noah saw that the ground was quite dry.

Then, after they had been (bin) shut up in it a whole year, God bid him and his family and all the living things that were with him, to come out of the Ark; and when they did so, Noah built an altar (allter), and offered upon it such a gift as God had bid. And God was pleased with it, and blessed Noah, and all human beings that should come after him; saying, that he would not again curse the ground, as he had done (dun) before, for Adam's sin in Eden; neither would he any more destroy the world by a flood (flud). And again he gave the earth, and all that is in it, to man.

The rainbow, which is seen in the clouds after rain, was placed there by God himself, as a token, or sign, of his word that he would never again destroy the world by a flood. For he told Noah that, when it should be seen in the cloud, he would look upon it, and think of his word.

Noah was six hundred years old when the deluge came upon the earth, and he lived (livd) three hundred and fifty years after it: so he was nine hundred and fifty years old when he died.

JOSEPH SOLD INTO EGYPT.

Jacob had twelve sons. Of these, Joseph (Jozef), the son of Rachel, was the one whom Jacob best loved. But his other (uther) sons, who were bad men, and had brought (brawt) sorrow upon him by their ill deeds, hated Joseph, and treated him badly, because he was his father's* pet, and had told him of their wrong acts, and on account of some (sum)

* The a in Father is open, like a in Far.

dreams that he had had, which made Jacob think Joseph was to exceed them all.

One time, when Joseph was about sixteen years old, he dreamed that he was binding sheaves in the corn-fields with his brothers, and that his sheaf stood upright, while all his brothers' sheaves bowed down to it. Then he dreamed that the sun, and the moon, and the stars bowed down to him. And when he told these dreams to his father and brothers, they were all angry with him, asking him whether he expected that he should be the chief (cheef) person in the family.

Joseph's father sent him one day to Shechem, where his brothers were feeding their flocks, to see if all was well with them. When they saw him coming, they said, "See, here is this dreamer! Let us kill him, and throw him into a pit, and say that a wild beast has eaten him. Then we shall see what (whot) will come (cum) of his dreams."

But Reuben, his eldest brother, was not quite so wicked as the rest: he begged them not to kill Joseph, but to throw him into the pit alive;

and he did it in order that, when the others were gone (gawn), he might rescue him, and send him back to his father. So they stripped off Joseph's coat, which his father had given him because he was his pet, and threw him into the pit. But no sooner had they done (dun) this, than, seeing a number of merchants coming, on their way to Egypt, they resolved to sell him to them for a slave. So they drew him out, and sold him for twenty pieces (peses) of silver. Then they were cruel enough (enuf) to dip his coat in the blood (blud) of a kid that they killed, and to send it to their father, saying they had found it, and asking whether or not it was Joseph's coat. His father knew it, and, crying out that a wild beast had eaten Joseph, wept and tore his garments for sorrow, because his son was dead.

PHARAOH'S DREAM.

The merchants who bought (bawt) Joseph sold him to an officer (ofiser) of the King of

Egypt, who treated him well, and put all his matters under Joseph's care. But after he had served his master well for some (sum) time, Joseph was *w*rongly accused of something wicked; and his master, without looking into the matter, shut him up in prison.

But God was with him in the prison, and he caused the keeper of the prison to put trust in him, so that he had the *w*hole care of the others, and of all that was done (dun) there. Two of the prisoners, chief (cheef) servants of Pha*r*a*oh*, the king, dreamed strange dreams, and God gave Joseph wisdom to interpret them. He told one of them, that his dream signified that in three days he should be taken out of prison and hanged; the other's dream signified that in three days he should be set free, and taken into favor. And he begged this one, after he should be set free, to try to get him also out of prison. But when the man got out of prison, he thought (thawt) no more about Joseph for two *w*hole years. At the end of that time Pha*r*a*oh* had two dreams that made him sad, and whose meaning none (nun) of his wise men could tell him.

He dreamed that seven fat cattle were feeding in a meadow, and that seven lean ones came and ate them up. Again (agen) he dreamed of seven ears of good corn on one plant, and that seven blighted ones sprang up and devoured them. And when no one could tell him what these dreams meant, the chief butler remembered how Joseph had explained to him his dream in the prison. So he told the king, who sent for Joseph out of prison, told his dreams to him, and asked him what they meant. Joseph said to the king that in these dreams God had showed him what he was about to do: that he was going to give Egypt seven years of plenty, and after them seven years of famine. And he advised Pharaoh to seek out some discreet person whom he might set over the land of Egypt, with men under him, to store up, during the years of plenty, corn enough (enuf) to last them in the years of famine. It seemed to Pharaoh the advice was good, and that no one was so fit as Joseph to do all this: so he made him ruler. And Joseph stored up the corn, so that when the

famine came, other nations (nashuns) sent to Egypt to buy food.

JOSEPH AND HIS BRETHREN.

The land of Canaan, where Joseph's father and brothers were living, was one of the lands without corn; so, when they heard that there was corn in Egypt, Jacob sent his sons there to buy some (sum). They did not know, when they came to the ruler, and bowed down before him, that he was their brother whom they had sold for a slave. But Joseph knew them, and treated them roughly (rufly); telling them they were spies come to see in what a poor state Egypt was. They answered him, that they were no spies, but honest men — twelve brothers, one of whom, Benjamin, the youngest, was with their father in Canaan; and the other (uther), not there, was dead. But he said that the true way of showing themselves honest men was for one of them to go and bring their youngest brother, while he kept the rest in Egypt. And having said this, he put them all in prison for three days.

On the **th**ird day they were brought (brawt) before Joseph again, and then he told them that one of them must be left in prison, while the rest took corn to their father, and brought back their youngest brother. When they heard this they were much distressed; and they said to each other that now they were punished for their cruelty, a long time ago, to their brother Joseph.

Joseph wept when he heard his brothers speaking in this way, for he knew what they said, though they did not know it, as he spoke a different language from theirs. Then he sent them away with corn, keeping one till they returned with Benjamin. Jacob was very unwilling to let him go; but their corn was soon eaten; there was no more to be had save in Egypt, and Joseph had said they should not have any (eny) more unless Benjamin were with them. So he must send him.

When his brothers came again, Joseph treated them kindly at first; but soon he made as though he would keep Benjamin for his slave. Upon this, Judah, who had promised to take

care of Benjamin, pleaded so hard for him, wishing to stay to be a slave in his place, that Joseph could no longer avoid telling them that he was indeed their own brother, whom they had sold into Egypt. And he forgave them; saying, that God had allowed them to sell him, that he might be the means of saving all their lives in that famine. Then he sent for his father, and made them all live with him in the land of Egypt.

ANGELS APPEARING TO THE SHEPHERDS.

When God made Adam and Eve, he knew that they would not obey him, and so they must ruin themselves. But the love (luv) that he had both for them, and for all human beings who should come (cum) after them, was such that he resolved to save them from their bad state. The way in which God chose to do so was this: That his own Son should become (becum) a human being like ourselves; and, after having shown us how God's will must be obeyed, should die for us, that we might live forever with God in heaven.

The birth into the world of our Lord Jesus Christ, took place in this way.

There was a woman (wooman) named Mary living in Galilee. And the angel (anejel) of God came to her, saying, "Hail! the Lord is with thee; blessed art thou among (amung) women (wimen)."

Mary was afraid when she saw the angel. But he bade* her not to be afraid; for God had sent him to tell her that she should have* a son, who should indeed be the Son of God, the Saviour of the world, who had been so long expected by his people.

After this Mary went, with Joseph her husband, to Bethlehem, near Jerusalem; and here our Lord was born. There were* so many people in the city at that time, that there was no room for Mary and Joseph in the inn. So they had to be in the place where the cattle were put up. And she wrapped up her little baby, and laid him there in the manger (manejer).

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* When the final *e* has no effect in lengthening the preceding vowel, it is separated by a space.

Now there were shep*h*erds in the f*ie*lds of Bethlehem, keeping wa*t*ch (woch) over their flocks by ni*gh*t. And the angel of the Lord appeared to them in great (grate) glory, amid a bri*gh*t li*gh*t shining from he*a*v*e*n. And they were much afraid. But he bad*e* them fear not, for he had bro*ugh*t (brawt) them good tidings of a Saviour, C*h*rist the Lord, who was that day born in Bethlehem. And he told the shep*h*erds that they sho*u*ld find the babe *w*rapped up in the manger (manejer) where his mother had laid him.

Then sud*de*nly there was with him a multitude of other angels, praising God, and singing aloud, "Glory to God in the highest, and on e*a*rth peac*e*, good will toward men."

When the angels had gon*e* (gawn) up again into he*a*v*e*n, the shep*h*erds hurried to Bethlehem, and there found Joseph and Mary, and the babe lying in a manger. And they spre*a*d the good news they had he*a*rd, and returned to their flocks, giving thanks to God.

THE OFFERINGS OF THE WISE MEN.

THE Jews had long been expecting the birth of a great (grate) king, who should reign over all people upon the earth. The prophet Balaam had spoken of him as a Star rising out of Jacob; and owing to this, a star had been looked for to show the time of his birth.

Now, when Jesus was born in Bethlehem, wise men, living in a distant country of the East, saw a star in the heavens, which seemed to point out the way to Jerusalem. So they came there, and asked where he was who was born king of the Jews; for they had seen his star in the East, and were come to worship him. The people of the city, with Herod* their king, were much troubled when they heard these words. So Herod called the chief priests, and the most learned men in Jerusalem, and asked them where it was that the Christ was to be born. They told him in Bethlehem of Judea; for there was an old saying that out of that city should come one who was to rule over Israel.

Then Herod sent for the wise men; and after

* This word is pronounced with a short ĕ, — thus, Hĕr od.

he had asked them about this star which
had seen, he bade them go to Bethlehem
out the young child, and bring him word
he might go there and worship him. So
went to Bethlehem, which was a few miles
And as they went, the star, which they had
in their own far-off country in the East, went
(moovd) on before them, till it stood over
the young child was. And when they came
him, they kneeled down before him, and
him rich gifts of gold and silver, and
costly things, in token of their duty to him.

Now when Herod had asked the wise men
bring him word where the young child was,
he might go and worship him, he had deceived
them: he did not want (wawnt) to worship him,
but to kill him; for as Jesus was called king
the Jews, Herod feared that he might soon
take his kingdom from him. God, who knows
every thing, even the things that men hide
their hearts, knew how wickedly Herod was
going to act. So in a dream he told the wise
men not to return to him. And they went
again to their own country by another way.

End.

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